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ABSTRACT

An intergenerational literacy program was developed for 40 teenage parents and their children enrolled in an alternative education center. The program was designed to empower teenage parents to develop the emerging literacy of their children while reducing their own literacy deficiencies. The Once upon a Time-Together program acquainted teenage parents with the benefits and strategies of reading aloud, the selection of developmentally appropriate storybooks, and the services of the public library. Time was provided for the parents to read aloud to their children. Critical thinking skills were initiated by teaching the parents story structure and by using the computer to write original storybooks. Motivational rewards were included in the form of preparing and enjoying culinary creations of storybook characters and plots. Results were measured by comparative analysis of pre- and post-statistics of a parent diagnostic reading instrument, parent surveys, portions of the Brigance Inventory of Early Development, and audio, video and journal documentation. The statistical results indicated a positive influence of reading aloud on the child and the parent. Surveys indicated increased book ownership and time spent reading aloud together. (Forty-eight references, and 19 appendixes of consent forms, survey instruments, data, and instructional material are attached.) (RS)

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ONCE UPON A TIME- TOGETHER: AN INTERGENERATIONAL READING PROGRAM EMPOWERING TEENAGE PARENTS TO DEVELOP THE EMERGING LITERACY OF THEIR CHILDREN WHILE REDUCING THEIR OWN LITERACY DEFICIENCIES

by

Janet B. Hoffman

A Practicum Report

Submitted to the Faculty of the Center for Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference

March 1992

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ABSTRACT

Once Upon A Time- Together: An Intergenerational Reading Program Empowering Teenage Parents to Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies.
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Literacy is intergenerational and is controlled by the family. Children of adolescent mothers perform more poorly than children of older mothers in school and on standardized tests. Many young parents lack reading skills necessary to nurture children's intellectual development. The problems of underachievement and failure in learning to read begin in the cradle. The family then is crucial. The cyclical dynamics of illiteracy demand that we address the needs of both the parents and the children. The author implemented an intergenerational literacy program for teenage parents and their children enrolled in an alternative education center. The program was designed to empower the teenage parents to develop the emerging literacy of their children while reducing their own literacy deficiencies. The Once Upon a Time - Together program acquainted teenage parents with the benefits and strategies of reading aloud, the selection of developmentally appropriate storybooks, and the services of the public library. Time was provided for the parents to read aloud to their children. Critical thinking skills were initiated by teaching the parents story structure and by using the computer to write original storybooks. Motivational rewards were included in the form of preparing and enjoying culinary creations of storybook characters and plots: Gingerbread Men cookies, Stone Soup, and a Mad Hatter's Tea Party. Results were measured by comparative analysis of pre and post statistics of a parent diagnostic reading instrument (Test for Adult Basic Education), parent surveys, portions of the Brigance Inventory of Early Development, and audio, video and journal documentation. The statistical results indicated a positive influence of reading aloud on the child and the parent. Surveys indicated increased book ownership and time spent reading aloud together. Easily replicated, the Once Upon a Time-Together intergenerational reading program will be distributed to other teen parent and child care locations in the county and forwarded to the national Reading Is Fundamental program. (Fifty-four references and 19 appendices containing survey, contract, trivia, and consent forms are attached.)

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CHAPTER I

Purpose

Description of Child Care Centers

The day care centers in which this practicum was implemented are adjunct facilities of a public school adult and community center in South Florida. The children attending the day care centers are those of teenage parents who are enrolled at the center and are who working toward high school credit or toward their General Education Diploma (GED).

One day care center, located in a portable building, is used exclusively by the teen parents and operated by a community child care organization and funded by a Children's Services board. This facility houses up to 20 children, ages six weeks to two years. The second center, "Little Learners", is staffed by four teacher aides and one teacher, all employed by the public school system. "Little Learners" accepts children from the age of six weeks to age five years and will accommodate as many children as floor space and teacher ratio allow. Thirty-six children have been enrolled at one time; however, daily attendance seldom exceeds 20 children.

The "Little Learners" center also accepts children of faculty, staff, and students employed by or attending the adult and community center. There is a fee waiver for children of students enrolled in the Teen Parent Program (TPP). The "Little Learners" center is also used as a laboratory experience for students enrolled in the Child Care and Infant Toddler classes at the adult center.

The guidelines for placing the children in the day care centers are based upon the age of the child and the arrival of the parent at school. The operation hours of the portable center are 7:30 A.M. to 5:00 P.M. Parents who arrive on campus via the school bus at 9:30 A.M. as well as those who begin classes after 7:30 A.M. and whose child/children are within the age limits, are assigned to the portable center until that facility reaches the limit of 20 children. The criteria for placement in the "Little Learners" center include children whose age is over two years, or for whom there is no space available in the portable center. The "Little Learners" center is open from 7:00 A.M. until 5:00 P.M.

The portable center's instructional program consists of developmentally appropriate practices as stated by the National Association of Education of Young Children (NAEYC). Infant stimulation, varied experiences, and nurturing care are characteristic of the program. The "Little Learners" center also provides a curriculum of developmentally appropriate skills although the structure is not concrete because of the age range of the children.

Instructional Program of the Parents

The South Area teen parents attend classes at the adult and community center facility. Classes taught at the center include all required high school courses and some electives which enable students to master basic skills in reading, writing, and mathematics. Students may work toward credits to earn a standard high school diploma or prepare for a GED. Courses offered to prepare students to enter the job market with new skills or knowledge are taught through the Vocational Education Department.

The program in the Adult High School offers credit in both academic and vocational areas leading to a standard high school diploma or an adult high school diploma. The curriculum is structured by the State of Florida Curriculum Frameworks and County's Performance Standards. Varying from the traditional approach, the school has a continuous- open entry/open exit- enrollment policy and a competency based curriculum. This flexibility allows for maximum individualization ensuring the full educational realization for each student.

The Teen Parent Program provides pregnant and parenting teenagers the opportunity to continue their education in a supportive environment suited to their academic and vocational needs. A full-time, licensed clinical social worker provides supportive counseling and assists the students in accessing community resources. A public health nurse is on site 20 hours a week to provide medical evaluation, and intervention to the teen parents and their children. Transportation is provided to all pregnant/parenting students and their children by public school buses.

The Teen Parent Program began in the county over 20 years ago, however, the Teen Parent Program with the child care component was not initiated until 1986. Students from area high schools are referred to one of the program sites by their guidance counselors, school social workers, and/or teachers. Pregnant and parenting teens may remain in their home school or transfer to one of the TPP sites where they may stay for the duration of their pregnancy, for the remainder of the high school term; or return to the home school at any time. Pregnant or parenting persons 14-21 years of age who are not high school graduates are eligible for the program.

Staff

Forty-seven percent (47%) of the faculty of the adult and community center hold bachelor's degrees, thirty-six percent (36%) hold master's degrees, three percent (3%) hold specialist's degrees and three percent (3%) hold doctorate degrees, five percent (5%) hold post-graduate degrees, and six percent (6%) hold vocational certificates. All teachers are state certified. The one home economics teacher involved with the teen parents and child care centers is additionally certified as a 20-Hour Child Care Instructor and meets the requirements to operate a day care center.

Student Body Composition

The majority, of the approximately 2,000 students at the adult and community center are adults studying at the secondary level. Approximately 1,800 high school students take full or part-time classes during the day and evening. The teen parent enrollment fluctuates between 78 and 100 students. Most of the teen parents are in the middle to lower socioeconomic group. Ethnic groups represented are American Indian (1), Black (39), Hispanic (7), and White (26). The teen parents come from single parent or blended families. Twenty percent of the teenage parents work part-time jobs after school.

There is a higher percentage (28%) of 9th grade teen parents attending the program. Eighty-two percent (82%) teen parents are above age for grade level. The range of ages is between 14 and 21 years. The mean age for a teen parent enrolled in the program is 17 years.

Twenty-nine students enrolled in the teen parent program are pregnant. Of the remaining 40 students, 31 have one child registered in the on-site day care, and four parents have two children on campus in the day care centers.

Forty-one children are presently enrolled in the day care centers. The majority of the children are black. The age range is eight weeks to three years and nine months with the mean age is 12.9 months.

Writer's Role and Responsibilities

The writer, who was born and educated in the Southeast, holds a B.S. degree in home economics, and is certified in the state of Florida in the areas of vocational home economics and health education. Additionally the writer is certified as an instructor for the state 20-Hour Child Care module- a required course for day care employees in the state of Florida.

The writer's background is one of adult and high school education, spanning six years in Virginia, North Carolina, and Florida. The writer's experience working with children comes from being a 4-H volunteer leader for 10 years, a camp counselor, a houseparent for a deaf school, and practical experience as the mother of four children ranging in ages from four to 17 years of age.

In 1987, the writer was hired by the county public school system to teach home economics to teenage parents in the dropout prevention program. The writer enlarged the curriculum from two courses to the present ten courses. The majority of these courses focus on child development and parenting. The writer has also written curriculum for the county Health Education Department concerning Parenting and Health for Expectant Parents. Curriculum has been written also for the Adult and Vocational Department and for the county Dropout Prevention office.

Beginning in 1989, the writer was instrumental in establishing a day care center on-site for students, faculty and staff of the adult center. In addition to the duties of teaching high school students, the writer assists in the implementation of curriculum and the general operation of the "Little Learner" day care center.

Problem Statement

The family is a vital foundation upon which a child's capacity and desire to learn grows or struggles for survival. Parents are their child's first and most influential teachers. What parents do to help their children learn is more important to their academic success than the family's financial status or social class. The value of education is transferred from one generation to the next. Family systems provide the basic tools of thought, language, values, and the desire to learn (Freeman, 1990).

> Failure to become involve in a child's education is a crucial factor in the child's lack of school success. Disadvantaged youngsters of these frustrated parents enter school so far behind their classmates that they have difficulty in catching up. Children either grow and thrive in families, or they don't. Parents who cannot nurture their children economically, physically, emotionally, socially and intellectually may perpetuate the cycle of at- risk children. (Jongsma, 1990:523)

It has been documented that the literacy level for one out of every five American adults is the eighth grade; that three-fifths of mothers receiving AFDC lack a high school diploma; that the number of children living in poverty has increased by 50 percent in the last fifteen years; that more than 50 percent of these children enter school two or three years behind their peers and are more likely to drop out in later years (Freeman, 1990).

The levels of functioning adequately in society have increased. A century ago literacy was determined by the ability of a individual to write his or her name. A fourth grade reading level was the indication of literacy after World War II. The benchmark for literacy during the 1960's was reading at the eighth- grade level (Executive Summary, 1990). What then are young parents to do in the 1990's and the next decade if they are still below eighth grade reading level thirty years after it was declared acceptable?

Nationally 70 percent of adolescent females are sexually active during their teen years. One of 10 teenage girls in the U.S. becomes pregnant every year and more than 50 percent of these pregnancies result in births. Approximately 90 percent of teenage mothers keep their babies (Gustafson, 1990).

A consequence of teen pregnancy often mentioned is the dropout rate. A popular societal notion promulgated in 1975 by the 94th U.S. Congress suggests that pregnancy represents the key cause for females dropping out of high school. The Earle study, as reported by Kieinfeld (1991), indicates that only 40 percent of young women drop out of school because of pregnancy or problems related to pregnancy. The other 60 percent dropped out of school because of pre-existing conditions of low self-esteem, low academic achievement, and a perceived lack of life options (Klienfeld, 1991).

Therefore, the dropout rate is caused by something other than pregnancy and those reasons are likely to lead a girl to become pregnant and compound the consequences. Teens with "poor basic skills" are five times as likely to become pregnant before age 16 as are teens with "average basic skills". Teens with "fair basic skills" are 4 times as likely to have more than one child in their teen years (Kleinfeld, 1991).

Citing Oppel and Royston and Hardy et. al., Van Houten (1986:2) states that "children of adolescent mothers perform more poorly than children of older mothers in school and on standardized tests." Van Houten also states that these children have been found to do more poorly on the Bayley Scales of

Infant Development (Field et al., 1984) and the Stanford-Binet. Lower IQ and achievement test scores are indicative of this group according to Fustenberg's study in 1976 (Van Houten, 1986).

Many young parents lack the knowledge or resources to properly feed and care for children. Some lack reading skills necessary to nurture children's intellectual development (National Education Association, 1991). "The problems of underachievement and failure in learning to read begin in the cradle. Immersing infants in language beginning at birth and reading or reciting rhymes to babies while holding them close are not part of the cultural heritage of all families. Parents who have only marginal reading skills themselves are likely to find discomfort rather than pleasure in reading to their children" (Winter and Rouse, 1990: 383). These parents do not know the joy of reading to their children and their children do not reap the documented benefits of being read to.

The family, then, is crucial. The cyclical dynamics of poverty and illiteracy demand that we address the needs of both parents and children: Otherwise, the intergenerational chains cannot be broken. The family has not been considered in programs designed to aid the disadvantaged. For adults, education courses are fragmented and underinvested. Head Start attempted to aid disadvantaged preschool children, however, nationally less than one-fifth of all eligible preschoolers are served by Head Start and often the children come into the program so far behind that a head start is not enough.

National Problem as it Relates to Selected Target Population

During the teaching both of high school students and preschoolers, the writer observed that the students were lacking positive parenting skills and that they were spending minimal quality time with their children. It was also noted that many of the high school students were having difficulty reading on grade level. It occurred to the writer that if the parents would spend time reading to their children, they could remediate and increase their own reading proficiencies while developing the emerging literacy of their child; this would likely result in building a more positive relationship between the parent and child.

In an effort to enhance the quality time spent with parent and child and to increase intergenerational literacy, the writer wrote and received a grant from a local educational foundation to implement such a program. The program- "Once Upon a Time-Together" was conducted this year concurrently with this practicum project.

Current Statistics of Target Population

Of the teenage parents enrolled in the adult and community center and participating in the Once Upon a Time

Together reading program, 58 percent (58%) are below grade level in reading as based on the reading portion of the Test of Adult Basic Education (TABE). Eighty percent of the children of the teen parents ages three months to 23 months performed below developmental level on the pre-speech, speech and language skills, and 70 percent (70%) of the children ages 25 months to 38 months performed below the developmental level on the readiness skills sections of the Brigance diagnostic Inventory of Early Development.

Thirty teenage parents responded to a survey concerning the reading and literacy interaction with their children. Of the parents responding, 60 percent (60%) stated there were no planned reading activities occurring with parents and children. Sixty-six percent (66%) stated that the child was too young to be read to and 30 percent (30%) responded, that in their opinion, the literacy activity of the parent did not affect the child. In addition, only 10 percent (10%) of teen parents possessed a public library card or participated in children's activities sponsored by the public library system.

Observations by the teacher during the course of several school years, noted that little quality time was spent between parent and child. Parent- child interactions were more directive/ restrictive than objective/encouraging. Teen parents were more interested in communicating with their peers than in interacting with their children.

As indicated through research and current test data, teenage parents are deficient in skills and knowledge contributing to the development of the emergent literacy of their child. To be effective, nuturing parents, the teenage mothers should have the skills and knowledge of reading aloud to their children and understand the relationship between their reading and the developing literacy of their child. Eighty percent of the teenage parents should be reading on grade level as based on scores of the TABE and 80 percent of the children of teenage parents should be developmentally on pace or above with their age level. Forth-two percent of the teenage parents tested are on grade level for reading according to the TABE and only 31 percent of the children are on pace or above developmental level as tested on the Brigance. There is a 38 percent (38%) discrepancy based on TABE test scores and a 49 percent (49%) discrepancy in developmental level assessment. The need to instruct and develop the reading abilities of teenage parents so they can become empowered to contribute to the emerging literacy of their children is evident.

Outcome Objectives

Literacy is intergenerational and controlled by the family. The perscription for the malady of illiteracy then is to treat the parents and the children and empower the family to control its own literate destiny. Within a designated time frame of 12 weeks this writer implemented an intergenerational literacy program known as "Once Upon a

Time-Together". During this time period 50 percent of the teen parents who completed the program were expected to increase their reading level as measured by the Test of Adult Basic Education (TABE).

The target group of children (babies six weeks to four years of age) were to increase developmental level to equal or exceed appropriate age level as measured on the "speech and language" sections of the Brigance Inventory of Early Development after participation in the 12 week "Once Upon a Time- Together" literacy program. The target group of children (toddlers 18 months to four years of age) were expected to increase developmental level to equal or exceed appropriate age level as measured on the "response to and experience with" books section of the Brigance Inventory of Early Development.

After 12 weeks of participation in the "Once Upon a Time-Together" program, 66 percent of the targeted group of teen parents completing the project were expected to learn story structure and reading strategies by listening to and reading children's stories and by writing their own storybooks with the aid of a computer word processor. Skills attained in reading strategies were to be measured by journal documentation. Knowledge of story structure was to be measured by the creation of original storybooks written on the computer which was also expected to enhance critical thinking skills emerging from the exposure to children's literature and instructor direction.

Within the 12 weeks designated time frame of the "Once Upon a Time- Together" literacy program 50 percent of the targeted teen parents completing the project were expected to obtain a public library card and to spend more time reading to a child as measured by pre- and post- surveys and a journal documenting reading time together.

CHAPTER II

Research and Solution Strategy

Emergent literacy is a concept which has only recently become prominent. Many aspects of this literacy are being researched and new theories are being evaluated and substantiated. It was this writer's intent to uncover what has been studied about parents reading to their children and how this activity promotes the emerging literacy of the child and facilitates the literacy of the parent. Investigation, however, has proven there are divergent aspects of this "new" literacy.

The age range of subjects has been documented to extend to infants; the effects of reading aloud to infants had been expanded to become intergenerational; the cognitive skills learned now include sociopsycholinguistic activities. An attempt to include these new aspects was made in the implementation of this practicum. The research providing the background follows.

Literacy- Emerging and Intergenerational

For many years it was thought that children learned to read when they entered school; that their success in school was determined by their intelligence or the school they attended. Recently the term emergent literacy has become the neologism. "Emergent literacy refers to a child's early experiences with reading and writing, experiences that begin to shape the child's view of print in the home and the neighborhood" (Smith, 1989: 528).

Research now indicates that language abilities are interrelated and the process which is begun in infancy is expanded throughout many years (Isbell, 1989). Bus and van Ijzendoorn (1988:1262) reported "the origins of emergent literacy are thought to be found in early mother-child interactions during activities related to written words on television ("Sesame Street", commercials), in picture books, in reading books", in nursery rhymes and in songs sung at mother's knee. It is a process that begins at home and continues as the child's world enlarges (Strickland and Morrow, 1989).

Literacy learning is not taught directly, children's literacy emerges based on the environment and nurturing being given. Research on emergent literacy shows that the preschool years are remarkably active for learning about reading. Because of this recent information, researchers now feel a better fit can be made between children's emergent literacy and beginning reading instruction (Hiebert,1988). Intergenerational literacy is another new term entering the realm of reading instruction. Intergenerational literacy is the "literacy instruction, whether formal or informal, that goes on between adults and children in society" (Winter and Rouse, 1990:382). A similar term used for intergenerational literacy is family literacy. This is "shared learning and reading experiences that improve the educational environment of the family and strengthen the support for reading and learning in the home"(Freeman, 1990: 12).

Winter and Rouse (1990) state that the learning environment in the home must be acknowledged and strategies must be developed using family strengths in order the build children's literacy. Literacy arises from attempts at reading and writing that are supported by parents who read to children and who encourage both reading and writing (Silvern and Silvern, 1989). "Beginning literacy develops from living in a literate house furnished with many of the experiences" (Silvern and Silvern, 1989:8). Children who take easily to reading and writing are not more intelligent children, but children who have had many experiences with text prior to coming to school. Literacy develops slowly through experiences with books and writing tools.

"There is a growing consensus that intervention aimed at children must recognize the family as the client and respect the value system of the family in that process" (Winter and Rouse, 1990:382). Taylor and Strickland, as cited by Winter and Rouse (1990), state that among literacy building activities, storybook reading seems to have a particularly powerful influence on the social- interactional development of the family as well as the effects of children's literacy. Families who share books find the experience brings them together in unique and special ways.

Freeman, Director of the Early Childhood Services for the National Center for Family Literacy, has described a family literacy program as an "educative community" in which parents and children are both teachers and learners. Bronfenbrenner, as cited by Freeman (1990:12), suggests a series of guidelines for programs that can be formulated when family literacy is defined in this manner:

--All families have strengths which are identified and incorporated into the program.

--Families are a system of influence and the transition of values happens within that system; therefore, all family members are included in the program

--Informal and/or formal support for families should be provided by program.

--Literacy is an on-going process and families are all on the continuum.

--Change happens over time; therefore, programs must be methodical

--The teaching/learning is reciprocal for both parents and children, and this reciprocity is an integral part of family literacy models (Freeman, 1990, 1991).

Parent Child Interaction

"Research shows that the parent- child relationship is the critical factor in a child's school success, especially during the early years. The child is deeply influenced by parents' belief in the value of education, their interest in school progress, and their encouragement of reading and other skills development at home" (Zager, 1989:9)

The importance of literacy in the home and reading aloud to children is stated in Anderson's (1985) paper, "Becoming a Nation of Readers", as the single most effective way parents can help (Handel, 1988). Early reading children saw that reading was important to their mothers (Rasinski, 1989) and it is influential to a child to see significant adults in the act of reading.

"An ideal profile of these parent-child interactions would depict parents talking and reading to their children from infancy, responding to babies' cries, and looking at books daily. Before very long, the child would respond by pointing to illustrations and labeling them. Soon, the child would chant familiar words and phrases along with the parent and eventually narrate the story without help" (Strickland and Morrow, 1989: 530).

"Reading to the child is the best known, most researched and most frequently recommended parental practice that is significantly related to positive attitudes to reading and reading achievement" (Becher, 1985:44). Although parents know there is value in this activity, they are not aware of many of the specific contributions this process makes to the development of the child. If specific benefits are pointed out to the parents studies indicate the activity will be taken more seriously.

Becher (1985) cites studies by Henry, Hoskins, and Romotowski and Trepanier which indicate that children whose parents read to them at least four times a week for periods of eight to ten minutes exhibit more positive attitudes and higher achievement levels in reading than do children whose parent do not read to them. Studies by Flood, Smith, Snow, and Teal as cited by Becher (1985) also indicate that interaction between the parent and the child during the reading session significantly influenced higher performance scores on reading tasks. This is particularly important since most parents want their child to "be quiet and listen". A second finding is that the children who had significantly higher reading achievement scores and more highly developed and expanded concepts had parents who asked questions about the story before beginning the book, during the reading session and as a follow up at the end of the session (Becher, 1985).

The implications of the Becher (1985) study are that parents are to be encouraged to read to their children and to become aware of the benefits and strategies to be used to enhance the experience. Parents need to understand that reading to their children is a "cognitive" experience not just a listening activity. Parents need instruction as to how to read to their children and a list of questions to ask their children before, during, and after the session. "Storyreading involves the cooperative construction of meaning between adult and child. Active and interactive involvement before, during, and after reading stories ensures that children get full benefit from the experience" (Strickland and Morrow, 1989:323).

The interaction between parent and child during the reading process will also increase the reading abilities of the parent. Cross-age tutoring was studied by Nevi and results indicate that "children and youth learn more when performing the teaching role than when acting as students in the classroom" (Nevi, 1983:893). A study done by Chandler and cited by Nevi (1983) found that the act of tutoring will help a student become more active in the learning process and may result in increased learning for the tutor. A study by Sanacore (1989) in which middle school students wrote and read stories to preschool children indicated there were benefits derived for both reader and listener. The Parents Assistance Program also noted parent's reading improvement when interaction occurred during the reading of storybooks by parents to their children (Raim, 1980).

The President of the United States included in his outline of strategies toward achieving national education goals and educational excellence by the year 2000 a point concerning parents and the teaching of their children. "The President encouraged parents to read aloud daily to their children, especially their younger children".(America 2000:9)

What to Read to Children

"Exposing children to quality books and helping them develop the ability to respond to the books they read is one of the best ways of ensuring that children will want to read on their own and will continue to develop their responsiveness to books in more sophisticated ways" (Isbell, 1989:8). Making a connection between children's developmental characteristics and the books read to them stimulates interest. Providing ways of responding to books, matching their developing characteristics, strengthens the literacy connection.

The earliest literature shared with children, more often recited and sung from memory, usually consists of Mother Goose and nursery rhymes. Children deserve exposure to the heritage of old verses and not just the modern day rhymes taken from children's television shows.

Early books require "listenability" and quality visual content. Durability and washability are also needed qualities of early books. Because young children's coordination is not well developed, books with sturdy pages are needed. These books are made from cardboard, cloth, or plastic fabrics. Children need to mouth and explore the surroundings as well as the books.

Participation books are great to actively involve child in the reading process. These books allow the child to peek-a-boo, smell the flowers, lift the flap and learn how to handle books.

Beginning Picture Storybooks tell a story through a combination of simple illustrations and few words. Toddlers are able to learn names of objects. They can point out and name the pictures when requested. Books that encourage labeling and conversation are useful to encourage language in the young child. Infants and toddlers are beginning to learn about trust in others and need books that show love and affection among characters. Books which encourage self-help skills and describe daily routines are good for toddlers who are developing a sense of independence.

Poetry is a natural language for young children; they respond to its rhythms by bouncing to its rhymes. The child mimics the words and makes up his own rhymes.

ABC and Counting Books help children recognize the letters and numerals as they begin reading and writing. Children delight in their ability to recognize a symbol and trace the letter or number with their finger. Participation with the reader serves to reinforce the learning experience.

Concept Books describe objects or an abstract idea, such as a color, shape, size, or place. These books are excellent for young children who have not yet developed abstract thinking processes.

Wordless Books tell a story through illustrations alone. Children, when nurtured by a caring adult, talk about the pictures and naturally make their own stories using their own experiences as background. These books help to develop an understanding of story sequence in the young child.

Easy to Read Books are designed for beginning readers. The vocabulary is limited and the sentences and phrases are structured for simplicity.

Predictable Books are stories in which the child can anticipate what is coming because of the books' highly patterned language, repetitive phrases and predictable plots. Teal (1988) suggests reading predictable books because children can reconstruct the story independently.

Picture Storybooks are books in which text and illustrations tell a story. These are the largest volumes of books in children's literature. In choosing which books to read to a child it is important to consider the child's conceptual and developmental level. "Preschoolers and kindergarteners are oriented to themselves and their own interests therefore, they need books that relate to experiences and characters with which they can easily identify. These everyday experiences can be enhanced by books that build and extend emerging concepts, that develop a sense of time, and that provide reassurance and help establish routines (Isbell, 1989:9). Children of this age have active imaginations and need books which personify animals and toys. Moral judgements and values are forming and children need books that show characters with initiative, books with happy endings, and books where the positive and "good" wins (Isbell, 1989).

Big Books are oversized copies of picture story books with patterned language and repetitive phrases. These books are designed for classroom use with groups of children. Teachers use the big books during shared reading times.

Children's literature is written for children to enjoy: to experience the richness of language and the limitless variety of characters, situations, and information. "Children's literature arouses their imaginations, emotions, sympathies. It awakens their desires to read, enlarges their lives, and provides a sense of purpose and identity to children" (Trelease,1984:37).

In choosing children's books it is also necessary to select material the reader (adult) enjoys. The reader's enthusiasm in sharing books with a child will influence the child's response. Adults should choose a book that appeals to them, match it to the child's developmental level and interests, and enjoy it together.

How Parents Should Read to their Children

Merely advocating that parents read to their children from early on is not sufficient. Parents need to know how to read to their children. More importantly, "they must know the extent to which everyday language transactions with their children influences how these young learners view written language and how they can make sense out of print" (Hoffman, 1989:22).

Hoffman cites Guinagh's and Jester's (1972) findings which gave evidence of strong correlation between how a parent shared a picture storybook with her child and measures of trust and cognitive development of the child. The more "expressive" the mother's language during the shared book experience and the more the child was encouraged to be an active participant in the event, the stronger the indicators of the child's cognitive functioning and trust of self and parent within the context of the shared storybook event. Guinagh and Jester concluded that the "ability of some mothers to talk with the children seemed very natural; to others it was an unnatural, strained performance and that parents needed to help develop skills in reading to their children so that reading becomes an experience that will be maintained because it is enjoyed" (Hoffman, 1989:5).

The study of what goes on when mothers read to their infants is, itself, still in its infancy. Resnick (1987) attempts to analyze the process and suggests several theories. "Scaffolding", the act of another supplying the words for the children, and "semantic contingency", the manner in which the caregiver responds to the child's word and utterances are two surmised ideas. Resnick and his coauthors have conducted a study of book sharing of mothers and their premature infants. Results indicate that reading to an infant is a complex event which involves many other behaviors other than reading. How the mother handled the book as well as the child initiated negative or positive behaviors influence the final outcome of the reading experience.

Results of the study by Resnick and others (1987) suggests that mothers became more actively involved in the reading task as the age of the child increased. Mothers scoring high on a behavioral scale displayed 4 behaviors consistently: 1. mother whispers and coos, 2. mother describes picture, 3.

mother asks child to identify objects in picture, and 4. mother varies voice. Mothers unfamiliar with book sharing are probably unaware of these techniques of enhancement. Reading to infants is complex and mothers need instruction in the process. "Book sharing skills might be particularly crucial for the children of parents who, for a number of reasons, look upon reading to an infant as a frustrating, negative experience" (Resnick, 1987:893).

Reading to a child may not be so frustrating to the parent if the parent is instructed in the methods of reading to children. Several suggestions for read aloud sessions include:

- Set aside a certain time each day to read with the child. Establish a routine and expectation for reading.
- Be ready to read when asked.
- Start by talking about the pictures.
- Look for special items in the pictures.
- Provide time to examine the books and explore their contents.
- Discuss the parts of the book: cover, spine, page numbers, title page, author, illustrator, copyright.
- Link information in the book to real life experiences.
- Omit words and let the child fill in the missing words.
- Change the text to make it funny.
- Let the child predict what will happen next.

- Ask questions.
- Offer positive reinforcement for the child's responses and questions.
- Watch for signs of tiring.
- Never force the activity.
- Let the child's interest dictate the activity.
- Let the child decide when to stop.
- Don't push reading time if the child is not responding, just read.
- Pick short readings for sleepyheads.
- Skip reading altogether if the child is tired.
- Let the child pick the story.
- Read your child's favorites, not your own- reasons are different for children than adults.
- Be prepared to read favorites often. Repeated readings encourages indepth exploration of books and promotes the child's independent, emergent reading of the book.

(Shanahan, 1983: Lamme, 1984:Graves, 1987: Silvern, 1989: Isbell, 1989: Stricklan and Morrow 1989, 1990: Teal and Sulzby, 1989: Haggerty, 1991).

Benefits of Reading Aloud to Children

When parents are informed as to the benefits of reading aloud to children and are instructed in the process, it is viewed as a more enjoyable and a more successful venture. Silvern, (1989) cites studies (Henry: Hoskins), in which children whose parents were specifically requested to read to them daily for a period of three to six months prior to entering kindergarten scored significantly higher on reading readiness test than those children whose parents who were not asked to read to them.

Reading to a child significantly increases children's letter and symbol recognition abilities; length of spoken sentences; literal and inferential comprehension skills; and view of reading as a valued activity (Becher, 1985). Reading aloud stimulates interest, emotional development, imagination, and the child's language. It increases the child's interest in books and reading, and "it works to enlarge their vocabularies, improve knowledge of story structure, and vicariously increases students' background of experience" (Rasinski, 1989:5).

Winter and Rouse (1990) cite Taylor and Strickland as identifying that storybook reading seems to have a particularly powerful influence on the social-interactional development of the family as well as the effects of children's literacy. Families who share books find the experience brings them together in unique and special ways.

Reading is a loving, personal gift a parent can give from the day he is brought home from the hospital until the time he leaves the nest. Reading aloud offers the easiest and most effective way to turn children into lifelong readers. Cuddling is one bonus of reading aloud. "Reading aloud to children costs only time and in terest. (Things you need to spend on your child)" (Trelease, 1984 :16).

Documented Program Models

Family literacy program models have increased to number more than 300 since the 1980's. According to Nickse (1988) as stated by Freeman (1990) the programs fall into four basic categories based on type of intervention- direct or indirect- and type of participant- adult or child. Program participants receive direct specific benefits; indirect participants receive a benefit as a result of the work with the primary recipient. The writer, in researching this topic, has found numerous cases of developing the emergent literacy of young children through the reading aloud of storybooks by parents and other adults.

Missouri was the first state in the nation to mandate school districts provide parent education and support services to families beginning at the child's birth. The Parents as Teachers (PAT) project was initiated in 1981 as cooperative effort of Missouri Department of Elementary and Secondary Education and local school districts. The project enrolled 350 families representing a cross section of socioeconomic strata and family configuration who were expecting their first child (Winter and Rouse, 1990).

PAT serves as an ideal vehicle to promote activities recommended in the emergent literacy literature. This research emphasizes the importance of; children being read to regularly during their preschool years, having a variety of printed materials and paper and pencil in the home, and having people in the home stimulate the child's interest in reading and writing (Winter, 1990). "Among these literacy building activities, storybook reading seems to have a particularly powerful influence on the social- interactional development of the family as well as the effects of children' s literacy", Winter (1990:384) quotes Taylor and Strickland (1986).

Parents are encouraged to use the library and obtain library cards. They are encouraged to read nursery rhymes to newborns so the child can begin to enjoy the rhythm and rhyme of language while being held close. Infants are placed on their stomachs regularly each day with an open book propped in front of them. As the child raises his head, he has something interesting to see. Parents are taught to expect their infants to mouth vinyl and cardboard books while exploring their environment. (The manipulation gives way to greater interest in the content of the books.) Book selection is taught; bright simple pictures and few words. Parents are encouraged to talk and listen with their babies; to appreciate the value of activities and language from the beginning (Winter, 1990).

In the Shared Beginnings Program, sponsored by Reading is Fundamental, parents and children participate in modeling and group activities addressing various aspects of emergent literacy. Riley, coordinator of the program, states that "too often, teen parents lack the special support they need to become the educated, productive citizens and workers our society needs. They particularly lack literacy programs to help their own children develop crucial skills and pursue successful life course" (Riley, 1991). Shared Beginnings offers tips and play and learn activity ideas to use in the home. To reinforce the activities and provide incentives for reading beyond the program, Shared Beginnings will give each teen parent and child opportunities to choose three books for personal ownership, at no cost to them or their families. This program is being field tested through the fall of 1991 with no results of this program available until all sites have been assessed (Riley, 1991). A similar program in Albuquerque, New

Mexico, attempts to convince teen parents the importance of reading aloud to their children and to acquaint teen parents with as many books written for children as possible. This program offers a semester course for high school English credit entitled Children's Literature. Books and reading strategies are discussed. Book reviews are made weekly and students learn to make their own books such as picture books, zip-lock bag books, fabric, texture and peek-a-boo books (Johnson, 1988).

The Parent Readers Program in New York City targeted multiethnic adult college students and their children in an innovative literacy project. The goal of the program was to link the parents' literacy development to that of their children. In theory, children's literature would allow for learning of comprehension strategies which parents could both teach the children and apply in their adult reading. The benefit to the children emotionally and intellectually was to encourage the habit of lifelong reading and to contribute to raising educational aspirations (Handel,1988). During the implementation, parents participated in workshops geared toward teaching reading strategies, selecting age appropriate books, evoking interest, and fostering active comprehension using children's literature.

The results of the Parent Readers Program confirmed the theories: parents could be used to energize reading improvement efforts for themselves and their children; reading experience was bringing parent and child closer together; the parents were transformed- they participated in a program that recognized and validated their nonacademic motivation and competencies (Handel, 1988).

The Sheffield Early Literacy Development Project developed practical ways of working with parents of two and one-half to three year old children to promote early literacy development in the home. Topics and activities included using print in the environment, understanding how children enjoy books, sharing books with children, using public libraries, and recognizing the emergence of literacy (Hannon and Weinberger, 1990).

The discovery that "under-education was intergenerational and all literacy originated with the young child at home" (Heberle, 1990:13) led to the development of the Parent and Child Education (PACE) program in Kentucky in 1986. The value of a good early childhood education was recognized, but continuation by the school and family was necessary for accomplishments to last. Adult education was good for remediation, but there was no proof that by raising the parents' educational level, the child was guaranteed success. Two educators and a state legislator formulated a program which was simultaneously preventative and remedial within the family, and fostered a partnership between the home and the school. The Kentucky General Assembly funded six initial programs.

PACE is designed to break the generational cycle of undereducation. Parents without high school credentials come to public school with their three or four year old children; transportation and two meals a day are provided. After breakfast together, the parents go to the adult education classes and the children participate in an early childhood education. After two hours, the parents return to the classroom to teach their children using the materials and equipment supplied. While the children take naps after lunch, the parents have family support sessions with the teachers.

The PACE program has been successful. Each year, more than 70 percent of the adults either receive their GED or raise their level by two grades as measured on the Test of Adult Basic Education (TABE). The children have shown an average 28 percent increase in developmental abilities as measured by a validated, criterion-referenced instrument. Primarily the majority of PACE graduates attend school and have not been retained in grade (Herberle, 1990). PACE is often referred to as the Kenan Trust Model.

Children come from socioculturally diverse homes in the United States. Teachers expect all school children to participate in book reading discussions in a similar manner. Because families do not engage in identical literacy practices or interact with their children in the same ways, children come to school with varying amounts of knowledge of literacy.

In a study done by Mason (1990) to determine the effectiveness of early and intensive exposure of children to materials designed to promote emergent reading, children in the treatment classrooms had significantly higher posttest scores over control classrooms on letter naming. There were van IJzendoorn significant group differences in print concepts and no differences in language abilities as measured by the Test of Early Language Development (TELD).

In the McCormick and Mason (1989) study as cited by Mason (1990:6), "Head Start children who received Little Books learned to recite the text and often "read" the Little Books at home involving their families in their use". These children showed a greater interest in reading than those children who did not receive the books. Parents also noticed a higher interest in their child's literacy.

A child's interest in reading and writing at home influenced literacy concepts but not overall language concepts. A child who engaged in reading and writing at home did better in recognizing and naming letters and in handling books and writing. It was impossible to determine if interest promoted ability or ability promoted interest, but a relationship between the two was found (Mason, 1990). Through this Early Start program it was found that informal shared book reading with Little Books will enhance certain aspects of early literacy development for at-risk preschool children.

The purpose of the Even Start program is to improve the educational opportunities of children and adults by correlating early childhood education and adult education for parents in one program. Further goals are to provide "family-centered education which involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners" (Thompson, 1988:14).

The Even Start programs are a result of legislation which reorganized Chapter I (formerly Title I) remedial skills program for educationally disadvantaged students in eligible schools throughout the country. The Even Start programs rely on the integration of the parent in the child's education and the remediation of the parent through this intergenerational approach. Thompson (1988) provided detailed suggestions for planning and Even Start program.

Related Studies

Foundations for the development of reading abilities in school are already present during early childhood. Few studies have been carried out to uncover the affective dimension of mother-child interactions as they relate to written material.

From the data that do exists- affective atmosphere during storybook reading has some influence on reading instruction. Mother child interactions through written language are related to the child's reading ability, or rather its precursors (Bus and van IJzendoorn, 1988).

The results of the study by Bus and van IJzendoorn indicate mothers appear to require more from their securely attached children in the reading domain. Parents of early readers show a high degree of support and involvement. The mothers of securely attached children are able to demand more because the children had developed more trust in their caregiver. "Early reading acquisition therefore, does not appear to be "natural" process but must be viewed as an informal teaching learning process" (Bus and van IJzendoorn 1988:1270).

Solution Strategy

There are numerous documented cases of Read Aloud and literacy programs. The writer modified and adapted strategies from several different models researched and incorporated them in the Once Upon A Time - Together reading program for teenage parents and their children.

The PAT program, Sheffield Early Literacy Development Project, and Early Start program emphasize the parents reading to their children at home. Shared Beginnings and PACE bring the parent and child together at the school and educate both generations. The writer was in the unique position of being an instructor of the parent as well as the child; therefore, there was a unique opportunity in the implementation of this intergenerational literacy program. The facility in which this practicum was implemented was also unusual. The parents brought their children to an on-site daycare center and attended classes in the close proximity of where their children were also being educated. The oneness was used as an advantage as accomplished in the Shared Beginnings and PACE programs. The readings of the parent to the child was closely monitored by the instructor and documented on audio and video cassettes.

As with the Parent Readers Program, children's literature allowed for learning comprehension strategies which parents both taught the children and applied in their adult reading. These strategies were adapted from Handle and Goldsmith's (1988) suggestions to an intergenerational approach to literacy as well as Bus and van IJzendoorn's (1988) techniques. Parents were provided with audio cassettes of storybooks to listen and to learn methods of storybook reading. The pre-recorded cassette enabled the parent to become familiar with the story, aware of voice inflections and reading pace used by the recorder. Parents were given time to develop questions about the story and strategies to be used with the book.

Parents were encouraged to receive a personal library card and access the public and school libraries to obtain children's literature as was implemented in the Parents As Teachers Program. Parents who are not familiar with the organization of a library may be hesitant to use the facility themselves or expose their child to the experience. Field trips to the libraries and guest speakers from the libraries were invited to the classroom for presentations. A library corner was established in the teen parents' classroom where parents read to their children and had access to children's books and magazines.

Time was set aside from regular classroom activities to permit frequent parent-child reading interaction. The teen parents will read developmentally appropriate storybooks to their children as cited in the all the models researched.

Pre and post surveys were administered to the parents to assess knowledge and activities of reading aloud sessions. The reading portion of the TABE was administered to the parents as was done in the PACE program and the TELD was replaced by the Brigance Inventory of Early Development. These standardized tests were the major evaluation instruments of this program. Parents' journals were used to certify reading taking place at school and home. Teen parents participated in a county wide reading program and received certificates upon meeting the county requirements. The children also were participants by having books read to them and also received recognition for their participation.

The Once Upon A Time- Together reading program encompassed both emergent literacy of the child and the remediation and intergenerational literacy of the teen parent in a supportive atmosphere and educational environment.

CHAPTER III

Method

Based on the writer's research of emerging and intergenerational literacy, the proposed practicum expected to teach reading strategies to teenage parents to empower them to increase the developing literacy of the child and remediate the reading ability of the parent through time spent reading together.

The proposed research study involved initially 35 teenage parents and their children and 5 pregnant teenagers who read to children attending the on-site daycare center. The writer of the proposal was the instructor for the 12 week implementation period. Because of the nature of the subjects and the attrition rate, it was anticipated that not all of the 40 parents who began the program would complete the program. This discrepancy is accounted for in the evaluation.

Consent and Notification of Intent

Permission to implement the proposed study was secured from administration. Personnel affiliated with the child care centers were advised as to the intent and the implementation process. Teachers of the teenage parents were notified of the possibility of resourcing students out of the classrooms to participate in activities (Appendix A:93).

Written consent of teen parent and guardian, if student was under 18 years of age, to participate as a volunteer was obtained. (Appendix B:95). Written permission of video, audio, and picture documentation and interviews was obtained from teen parents for their child/ children and themselves or from a guardian if the teen parent was under 18 years of age (Appendix C:97).

Pre-testing and Diagnostic Evaluation

The Brigance Inventory of Early Development was administered to the children by the writer and daycare aides instructed in the administration of the test. The school testing personnel conducted the reading portion of TABE on the teen parents. The results of diagnostic tests entered on a computer for further computation by the writer. A parent survey was conducted for pre-implementation data (Appendix D: 99).

Establishment of a Children's Library

Children's books were obtained through donations, grants, and contributions from private and community donors. Parents reinforced the spine, stamped and cataloged the books for future use and checkout. The handling of the children's books by the parents aroused curiosity and familiarity of the books.

Class Instruction and Discussion

A handout was distributed to and discussed with the parents emphasizing the benefits of reading aloud to their children beginning at an early age (Appendix E:106). Students were asked to keep all handouts in a special Once Upon A Time - Together folder. This folder had a sketch of a parent reading to a child and representative storybook characters (Appendix F:109). The parents personalized the folder by coloring the picture and by placing a photograph of themselves and their baby in cut out portions of the picture to illustrate what they look like when they read to their child. This was used to reinforce the positive parenting aspect of reading to the child. Parents were instructed in the strategies of reading aloud to children. The strategies were listed on a permanent board posted in the classroom for future use (Appendix G:111). A list of tips used in assisting the development of the child's emerging literacy were written daily on a permanent board displayed in the classroom. Students were encouraged to copy the tips place them in the special folder for future reference (Appendix H:113).

Children's storybooks were read aloud by the instructor to the teen parents at the beginning or end of each class period to acquaint the parents with the story, to emphasize the enjoyment of listening to the story, and to discuss possible strategies to be used when reading to children. Parents used critical thinking skills to construct cards with questions to ask the child about the story during the read aloud session. These cards were placed in pockets in the front of each storybook for use by the reader. A list of suggested read aloud books for children of different ages was distributed by the writer to the parents as well as a list of children's magazines, publishers and reading organizations.

"Mother Goose Trivia" (Appendix I:115) and Scavenger Hunt sheets (Appendix J:119) were distributed for teen parents to locate information from children's storybooks and become acquainted with the books and contents. (Each of the parents read one book briefly and through the use of critical thinking skills, designed a question for the scavenger hunt.) Parents used the information learned to construct posters celebrating National Children's Book Week and a special Read Aloud to Children Week.

Stations were set up for teen parents to listen to cassettes, view videos of storybooks, and read storybooks to each other for the purpose practicing the strategies discussed and familiarizing themselves with the children's literature. A schedule of parents reading aloud to the children was arranged to coincide with their enrollment in the instructors class period. The teen parents who were pregnant, read aloud to child whose parent was unable to attend the session. A chart to document actual read aloud sessions was posted in the classroom. Students received a sticker each time they read to a child. Students who completed a predetermined number of read aloud sessions with a child received a special reward at the end of the program.

Story structure and methods of writing children's books were discussed. Parents were instructed in the use of the computer and a program used to write original children's stories (The Learning Company, 1988). The use of critical thinking skills and application of knowledge and experienced gained was emphasized. The writing of original storybooks encouraged parents to explore information and literature, expanded experiences, and developed divergent thinking patterns. Students wrote and illustrated original storybooks using the computer software and classroom computer.

Ancillary Activities

A field trip to the public library was arranged to facilitate the parents signing up for library cards, to acquaint parents with the local public library, and to visit a storyhour presentation. A children's librarian was asked to conduct a workshop on reading to children. A children's author was a guest speaker. She talked of her publication and guided the students in writing a group authored story.

Inservice training was held to acquaint personnel with the diagnostic instruments and the administration of the early development inventories. An additional inservice presentation was made to the total faculty to acquaint the instructors as to the goals and implementation of the practicum. This was done to enlist the faculty and staff's assistance in the facilitation and motivation of the student (Appendix K :126).

Monitoring and Motivation

A county wide reading motivational program was accessed. Booklets for the program were secured and used to document reading activities for future receipt of county certificates (Appendix L:128).

Activities were monitored through the use of the chart of read aloud sessions, the county wide reading booklets, the completion of scavenger hunt worksheets, and the logbooks which recorded the use of audio and video cassettes and the checkout of children's books. Frequent individual and class discussions were held to determine necessity for change or report success. Because of the nature of the parent and the non-mandatory attendance policy of the school for teenage parents, a contract was developed to track the activities of the student. The contract insured that each student advanced through the program in a sequenced manner and documented. the progress (Appendix M:131). A calendar of implementation (Appendix N:135) was used to monitor progress systematically. This calendar permitted students and instructor to schedule time appropriately as well as to make mid course corrections. To motivate continued interest in the program, storybook treats occasionally were dispensed to students meeting objective criteria determined by the instructor.

Data Collection and Evaluation

At the end of a 12 week period, reading booklets, Once Upon A Time- Together folders, and logbooks were collected. A post survey was conducted and post Brigance and TABE tests were administered to the appropriate age group. A formal comparison analysis of the data was done. By comparing pre-implementation and post- implementation data, information was accumulated to determine level of success of the program.

Since the developing literacy of the child happens over an extended period of time, a 12 week program was not sufficient to determine the actual impact of the implementation of this program. It is anticipated that parents will continue to use the information and strategies gained during this program to develop the emerging literacy of their child and to remediate their own- literacy deficiencies.

CHAPTER IV

Results

Evaluation procedures were conducted to measure the implementation process. Comparative analysis of the reading scores of the TABE were measured by comparing the pre-test scores with the post test scores. Of the teen parents who participated and completed the program 33 percent remained on the same reading level, 40 percent increased their reading level, and 26 percent indicated a decrease in reading level (Appendix O:147). It is difficult to determine the effect of the Once Upon a Time- Together reading program on the post test scores of the TABE. The practicum reading program lasted only 12 weeks. A longer period of time is considered necessary to determine a full assessment. Other variables including time, actual attendance in class, other reading programs, and familiarity of the diagnostic instrument, may or may not have affected the results of the test. The decrease in the scores may be attributed to the students' poor attitude during the test as reported by the proctor.

The results of the target group of children (babies six weeks to four years) tested with the "speech and language" sections of the Brigance Inventory of Early Development indicated an increase in the developmental level to more closely match chronological age (Appendix P:149). The comparative analysis of the target group of toddlers (children 18 months to four years of age) indicated the developmental age was more in line with the chronological age in the post-test than in the pre- test. This change may have been the result the natural attrition of age, the developmental rate increase of the child at that time, or actually to the implementation of the Once Upon a Time- Together program. A longer trial period is necessary to be conclusive in the determination of the results. Again, the variables of actual attendance in class, the temperament of the child on the day of testing, and the accuracy of the evaluator may have influenced the results. Inaccuracies in the recordings of the day care aides were discovered by the author which may have swayed the results of the study. The writer and the school nurse completed the evaluations when the inaccuracies were discovered. The post test scores of the three children were more in line with their chronological age than the inaccurate pre-test scores. These scores were deleted from the cumulative evaluation.

After the 12 week implementation period it was anticipated that 66 percent of the teen parents completing the program would learn story structure and reading strategies. The meeting of this objective was evidenced in the journal documentation of the parents (Appendix Q:151). One-hundred percent of the parents participating in the program used reading strategies of predicting, questioning, re-reading, using pictures to create a story, and relating reading to personal experiences.

Critical thinking skills were measured through the authorship of original storybooks using a classroom computer and a word processor software program. Eighty percent of the students participating in the program created original stories during the 12 week implementation program. Since the teen parents were on individual contracts, it was anticipated that the remainder would complete the writing of original storybooks when they reached that portion of the contract. It was concluded that exposure to instructor read aloud sessions, pre-recorded cassettes, and parent read aloud sessions contributed to the development of these stories since similarities in the stories occurred. The students used the method of "semantic mapping" to create their original stories. Once the stories were completed, the teen parents constructed books in which to place their stories. The target group of parents used critical thinking skills to construct different types of books. The books created included pop-up, wheel, flap, and accordion.

A parent survey was administered during the pre and post implementation period. A summary of statistics is included in the appendices (Appendix R:153). The post survey indicated that 72 percent of the target teenage parents read to their children. This was a 13 percent increase over what was reported previously. Parents stated that more reading was occurring at home since the implementation of the reading program. Several students were continuing to read for the county wide motivational program. The reading aloud by the parents to the children occurred more frequently as a result of the Once Upon a Time-Together program. Thirty- three percent of the parents responding read to their child everyday. This was an increase of 15 percent. The type of literature read to the children by their parents shifted from magazines to storybooks by 18.5 percent. The percentage of the number of books (6 to 10) owned increased from 26 percent to 63 percent in the post survey report.

Fifty four percent of the teen parents responding to the post survey indicated that they now had a special time to read to their child. This was an increase of 12 percent. Previously, 55 percent of the survey group responded that there was no special time to read. Post survey results indicated that 33 percent did not have a special time to read.

More advantages of reading aloud to a child when it is young were listed than were disadvantages. In the post survey there was a reported decrease in the age of the child when reading aloud should be initiated. This indicated the parents' perception of the advantages of early reading to children. Eighty- one percent of the target group of parents indicated their belief that there was an affect on their child of seeing the parent read. This was an increase of 22 percent.

Seventy- two percent of the target group responding owned a public library card. This was an increase of 32 percent. The increase was probably affected by the opportunity to obtain a public library card on a class field trip. Use of the public library card was not intended to be monitored, however, it was anticipated that ownership would increase self-esteem and empower the adults to see themselves more in control of their own and their children's lives. The survey did question the use of the public library and the results of the post survey indicated the time visiting the library had decreased. A possible explanation was a decrease and make up of the target population responding in the post survey. Also transportation was a major problem for the young parents who were not old enough to own a driver's license nor did not have the resources to own a automobile. There was an increase of 8 percent in the use of the school library. One hundred percent of the post survey target group reported that if the school library had children's books, the parents would check them out to read to their child. This response was a 15 percent increase over the pre-survey group. The request was considered a positive result of the exposure to children's literature through the Once Upon A Time Together program.. An unexpected positive result of the

Once Upon a Time- Together literacy program was the enthusiasm generated by the students. As new students enrolled in the school and witnessed the activities and the reaction of the teen mothers and their children during the reading sessions, they wanted to join the program. The additional students were allowed to participate, but their scores were not reflected in the comparative analysis. The Once Upon a Time- Together literacy program will continue through out the school year because of the desire of the

van IJzendoorn teenage parents and the commitment of the school to foster a community service organization learned of the intergenerational literacy nature of this practicum and backed its interest with a grant which was used to purchase books and computer software. The organization subsequently asked this writer to make a presentation to the group and stated an interest is publicizing the program in a national magazine. The writer also made a presentation to a county child care organization which recommended implementation of the program at different locations throughout the county. A workshop concerning the organization, implementation, and implications of the Once Upon a Time- Together literacy project was presented at a local community college during the "Week of the Young Child". Community child care workers and early childhood educators restated the importance of such a program and were interested in the replication of the practicum program.

During the implementation period, the Once Upon a Time-Together literacy program was nominated to represent the school implementation site in a county wide exemplary education awards program. The selection process was to be completed after the submission of this report. Also during the implementation phase of the practicum, the program was visited by a Bureau Chief of the State Department of Education. He was impressed with the simplicity of design and the implication of the results. Students, themselves who were participating in the practicum project, expressed pride to their teachers about the positive effects on their lives the program was having (Appendix S: 157). Media releases concerning the program were distributed to local newspapers and television stations. It is anticipated future interest in the program will be generated. A photographer from the county Adult and Community Education Department visited the program to document the success for future implementation and promotion.

Teen parents participated in a state wide Family Literacy Art contest by using computer graphics to create art work illustrating reading benefits learned during the practicum implementation period and one parent won a special merit award. The target group of teen parents also made and displayed posters for National Children's Book Week, Family Literacy Month, and a special Read Aloud to your child week. Bulletin boards in the library were constructed by the teen parents to promote reading aloud to children.

Motivational rewards in the form of culinary creations were made and eaten by the target participants. This encouraged sequential completion of the contract and an enjoyable diversion from school work. The treats were in keeping with the storybook nature of the practicum. Gingerbread men and Stone Soup were prepared. A Mad Hatter's Tea Party featuring nursery rhyme character cookies celebrated the culmination of the practicum implementation.

CHAPTER V

Recommendations

The Once Upon a Time- Together literacy program was successful in meeting the literacy needs of the teen parents and their children as well as creating a positive time in which the parent and child shared together. The outcome objectives were met with the exception of the goal of 50 percent of the teen parents increasing their reading level based on the scores of the TABE. It is recommended that the students be informed as to the reason for and the importance of taking the test and therefore, influencing a more positive attitude toward the evaluation.

It is suggested that the Brigance Inventory of Early Development be replaced with a validated criterion referenced test as was done in the PACE program. Although the Brigance was easy to administer it seemed too comprehensive for the need in this instance. This was substantiated in the errors noted in the pretest given by the day care aides. A simpler checklist would suffice in gathering data necessary for a similar study.

The most beneficial instrument used and the one from which most insights were gained was a simple parent survey. This survey gave background, attitudes, and behaviors of the parents which could be measured fairly accurately with a pre- and a post- test. The parents also had least resistance to this evaluation measure.

This program is expected to continue for the remainder of the school year and a request is being presented to conduct this type of literacy project next year. With the duration of a full year, it is anticipated that more positive results will be documented. The benefits which the target group received will be extended to the Adult Basic Education classes at the adult center. Adult students will have the opportunity to increase their reading ability by volunteering as story readers to the day care centers. In regards to the implementation of the program, it is recommended that all permission requests be placed on one form. This would eliminate the need for multiple signatures as well as extra paper.

The use of student folders and handouts would be made easier if all handouts were inserted in the folder prior to distribution, thus assuring the receipt of all information by all students with less frustration by the instructor. A permanent pass system should be constructed for students who must be resourced from classes to read to their child. This would eliminate the daily writing of passes to excuse students from classes. Stickers should be issued for the completion of contract steps as a visual reminder and motivator of those involved in the program.

It is recommended that the Once Upon a Time- Together be instituted in other teen parent programs in the county as well as other public schools. On the elementary level, upper grade students could read to kindergarteners or primary students. Middle and high school students could read to lower reading level peers; high school students enrolled in the vocational child care programs could read to the children attending the day care centers; and after school programs could pair students together to benefit each other. It is an easily replicated, cost effective, motivational method of contributing to intergenerational literacy development.

The writer intends to submit the results of the practicum to the national Shared Beginnings program which serves literacy education of teen parents and their children. Abstracts of the program will be submitted to the state literacy coalition, elementary and secondary public school reading coordinators and private schools and day care centers. Future workshops demonstrating the program are anticipated as knowledge of the program is communicated throughout early childhood educators and those dealing with reading deficient teenagers.

Journal articles documenting the success of the Once Upon a Time- Together intergenerational literacy program are being planned. Grant monies will be requested to enlarge the program and to purchase children's books for the school library for the teen parents to check out to read to their children. A Reading is Fundamental program is being investigated for implementation in the future.

The Once Upon a Time-Together intergenerational literacy program empowered the teenage parent to develop the emerging literacy of their child while reducing their own literacy deficiencies. The program has created a storybook ending for teenage parents spending time with their child together.

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"APPENDICES"

Appendix A

Teacher Memo

Appendix A

Teacher Memo

MEMORANDUM

DATE:

TO: Teachers of Teen Parents

FROM:

THROUGH: Principal

SUBJECT: **Once Upon A Time - Together practicum program**

In an effort to complete the objectives of the Once Upon a Time-Together, Teen Parent students may need to be resourced from your classroom to classroom. This will be done as infrequently as possible to preserve your classroom control and instructional processes. The proposal includes activities where the parents read aloud stories to children. The infants' and toddlers' awake periods will be utilized, however, this time schedule may sometimes conflict with the Teen Parents' schedule in your class. Your cooperation and encouragement of the parent is requested.

Appendix B

Consent Form

Appendix B

ONCE UPON A TIME-TOGETHER VOLUNTEER

CONSENT FORM

Date__________________

I, ________________________________agree to participate in the **Once Upon a Time- Together** practicum program. I understand that activities in which I will be participating may include, but not limited to, the following:

reading tests and surveys
Reading Across Broward
National Children's Book Week
writing and constructing children's books
journal diary of books read

____
(Baby's name- birth date)

____
(Teen parent's signature)

____
(parent or guardian's signature if student is under 18)

Appendix C

Media Permission Form

Appendix C

Media Permission Form

Dear Parent/Guardian:

From time to time during the school year, the media and the graphics department photograph our schools, teachers, and students to visually explain the many and varied types of programs and events which the County Public Schools offer. Teacher and student interviews are also featured. Those photographs, interviews, or video tapes may be used in newspapers, on television, or in school board publications.

Your signature below indicates your permission for your child to be photographed and/or interviewed for such purposes. Please have your child return this letter to their classroom teacher.

Sincerelv.

Principal

I am the parent/guardian of:

____

(Name of Child)

and I hereby give my consent for my child to be photographed and/or interviewed for possible use in newspapers, on television, or in school board publication.

____

(Signature of Parent or Guardian)

____

(Address)

____

(Home Phone #) (Work Phone #)

____

(Date)

Appendix D

Parent Survey

Appendix D
PARENT SURVEY

Please circle the appropriate answer.

1. What grade are you in?

   A. 8th
   B. 9th
   C. 10th
   D. 11th
   E. 12th

2. How old are you?

   A. 14
   B. 15
   C. 16
   D. 17
   E. 18
   F. 19 or older

3. Do you have a child or are you pregnant?

   A. child
   B. pregnant
   C. have a child and am pregnant

IF ANSWER TO # 3 is B=Pregnant go to question # 9.

4. How many children do you have?

   A. one
   B. two
   C. three
   D. four

5. What is the age of your child/children?

   A. 2 months
   B. 3-6 months
   C. 7-9 months
   D. 10-12 months
   E. 13-17 months
   F. 18-24 months (1 1/2 years to 2 years)
   G. 25-30 months (2 - 2 1/2 years)
   H. 31-36 months (2 1/2- 3 years)
   I. 4 years

6. Do you read to your child/children?

   A. yes
   B. no

7. If you **do not** read to your child/children, why not?

   A. child too young
   B. parent not interested
   C. no time
   D. do not know how
   E. other- explain______________________________
   ____

8. How often do you read to your child/children?

   A. Never
   B. everyday/evening
   C. once a week
   D. twice a week
   E. once a month

7. What do you read to your child/children?

   A. comics
   B. storybooks
   C. poems
   D. magazines
   E. street signs, building signs
   F. nothing

8. Do you have a special time to read to your child?

   A. yes
   B. no

   If answer A=yes, when do you read?

   ____

9. If you are expecting a child of your own, at what age do you think you will begin to read to him/her?

   ____

10. Are there any advantages or disadvantages to reading aloud to your child when it is a baby or toddler?

ADVANTAGES	DISADVANTAGES
____________________	____________________
____________________	____________________
____________________	____________________

11. How many children's books do you own for your child?

    A. none
    B. 1-5
    C. 6-10
    D. 11-15
    E. 16-25

12. If you own children's books, what are some of the titles?

    ____

    ____

    ____

13. Does it affect your chid if he sees you reading?

    A. yes
    B. no

14. Do you own a public library card?

    A. yes
    B. no

15. How often do you visit the public library?

    A. Not at all
    B. Once a week
    C. Once a month
    D. Once every six months
    E. Once a year

16. How often do you visit the school library to check out books?

    A. Not at all
    B. Once a week
    C. Once a month
    D. Once every six months
    E. Once a year

17. If the school library had children's books would you check them out to read to your child?

    A. yes
    B. no

18. Do you read books for your own enjoyment?

    A. yes
    B. no
    C. sometimes

BOOKS AND YOUR CHILD

Thinking about your child. Does she/he	yes	no
1. Holds book right side up?	____	----
2. Turn pages front to back?	----	----
3. Turns several pages at once?	____	----
4. Turns pages one at a time?	----	----
5. Knows which is the front cover?	----	----

6. Knows what the title is? ____ ____

7. Points to and names simple pictures? ____ ____

8. Is interested in "read-to-me-books"? ____ ____

9. Wants to hear the same story repeated? ____ ____

10. Describes actions shown in pictures? ____ ____

11. Takes part in reading by "filling in"- words and phrases? ____ ____

12. Sits while being read to? ____ ____

13. Imitates words while being read to? ____ ____

14. Shows evidence of enjoyment - smiles,coos? ____ ____

Appendix E

Reading Aloud Benefits

Appendix E

BENEFITS OF READING ALOUD TO CHILDREN

READING ALOUD:

1. Influences children's reading development.

2. Arouses curiosity.

3. Develops knowledge of literature.

4. Develops knowledge of the world and its people.

5. Brings families together for happy memories.

6. Establishes and maintains close communication between parent and child.

7. Provides foundations for lifetime reading habits.

8. Promotes child's intellectual development.

9. Develops child's language and speech ability and vocabulary.

10. Helps a child learn to read.

11. Provides a link between children's direct experiences and those of the world beyond them.

12. Provides an academic advantage when the child enters school.

13. Contributes to the development of the child's reasoning abilities.

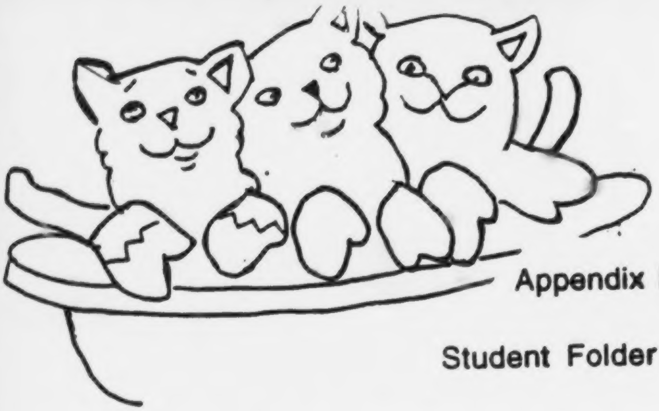
14. Encourages independent reading at an early age.

15. Stimulates interest, emotional development, and imagination.

16. Promotes cuddling with the caregiver.

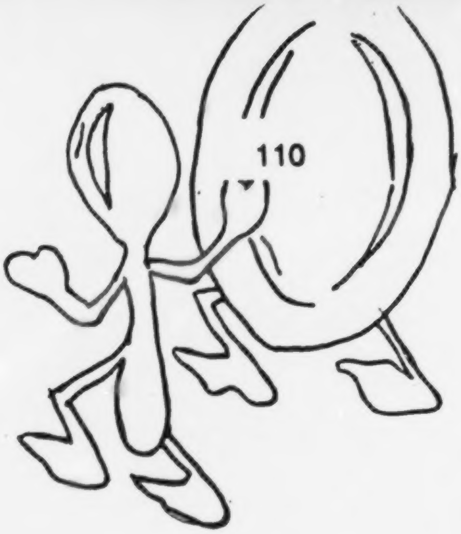
Appendix F

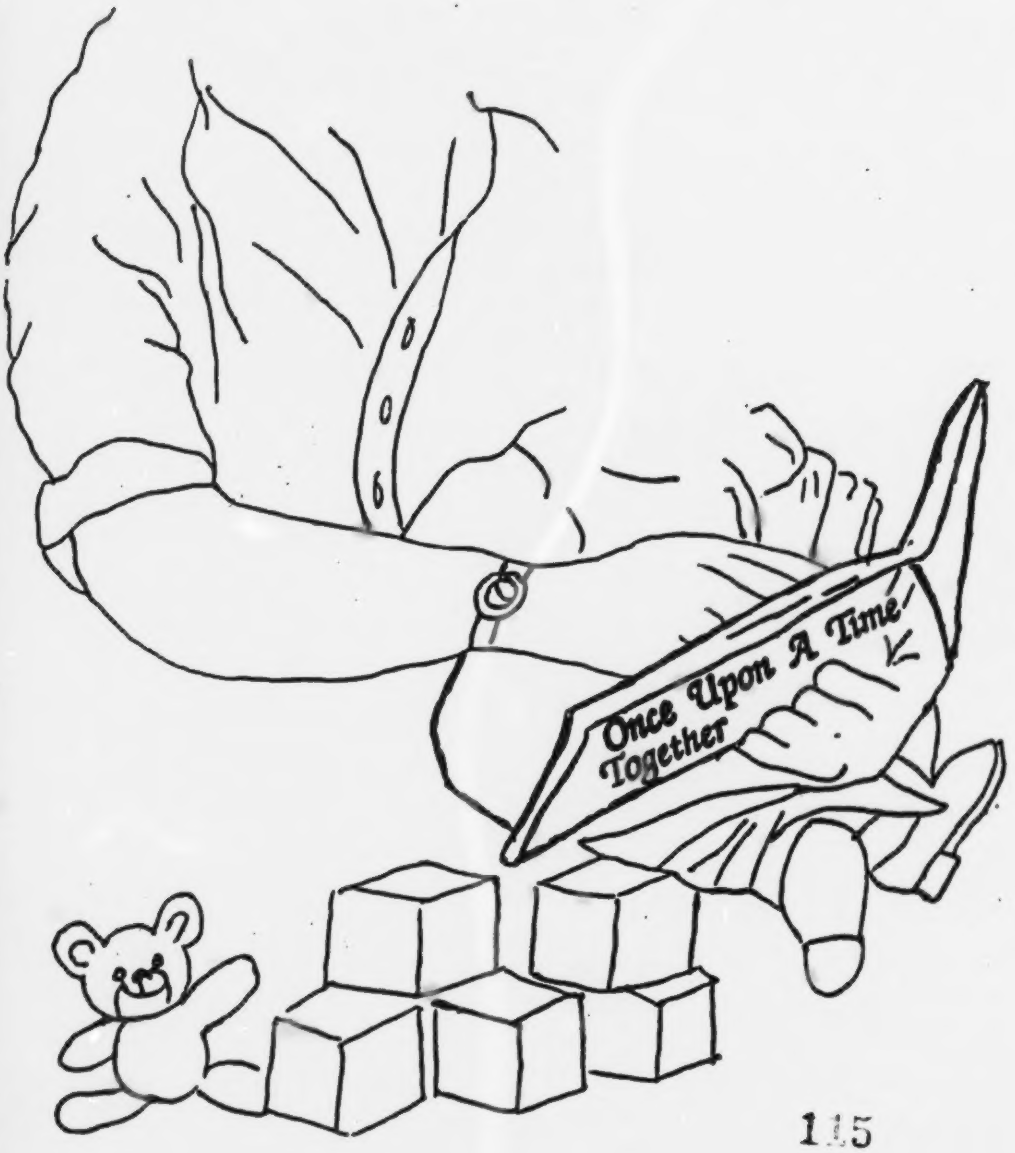
Student Folder Cover



Appendix F

Student Folder Cover




Once Upon A Time
Together

Appendix G

Reading Aloud Strategies

Appendix G

STRATEGIES USED IN
READ ALOUD SESSIONS

Strategies are the tools which help people learn. The strategies which will be used in the Read Aloud sessions will be:

1. Asking questions.
2. Using pictures to create a story.
3. Observing a developing vocabulary.
4. Relating reading to personal experience.
5. Making predictions.
6. Rereading
7. Learning new information by linking it to what you already know.

Appendix H

Reading Readiness Tips

Appendix H

Reading Readiness Tips

TIPS TO HELP MY CHILD IN READING READINESS

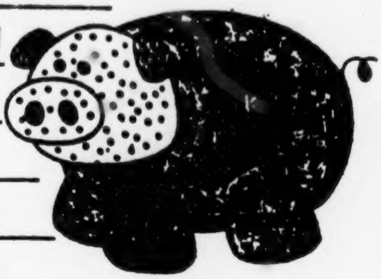
Do read to your child

Read rhymes, poems, fairy tales

Select bright colored picture books with repetitic

Provide own bookcase or storage area

Make sure children see you read.



Make connections between books and life experiences.

Hold the book so the child can see the page and follow

Establish a regular time for reading

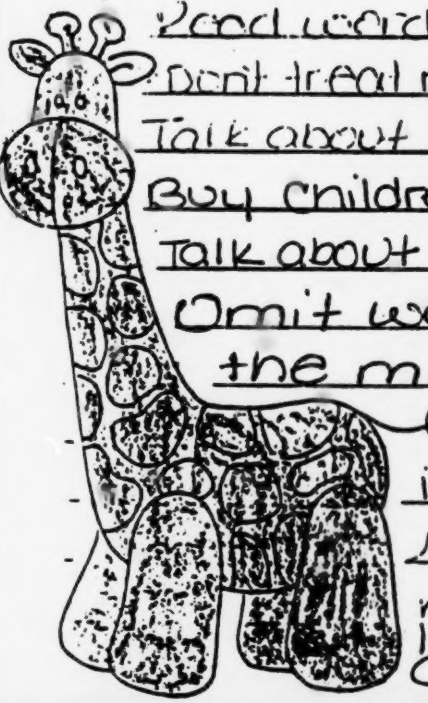
Make bedtime storytime

Hold the book so child can see you read from front to back. top to bottom left to right.

Ask questions about the book.

Let your child see you read.

Visit the library check out book, tapes, and toys.



Read wordless picture books.

Don't treat read aloud time is a chore

Talk about books

Buy children magazine subscriptions

Talk about the pictures look for special items.

Omit words let the child fill in the missing words.

Change the text to make it funny.

Never force the activity make reading fun.

let your child help with easy cooking activities.

Appendix I

Mother Goose Trivia

Appendix I

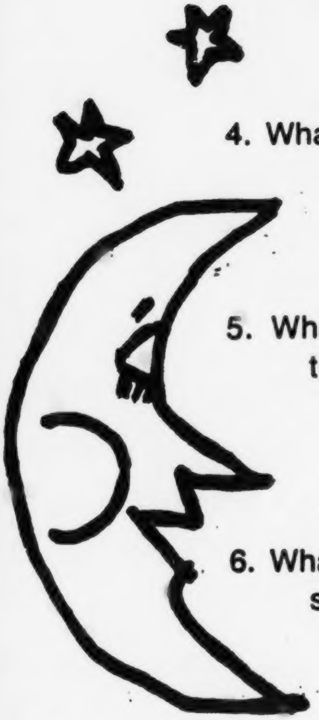
MOTHER GOOSE TRIVIA

1. Who came to Humpty-Dumpty's rescue?

2. What were the cows doing when the sheep were in the meadow?

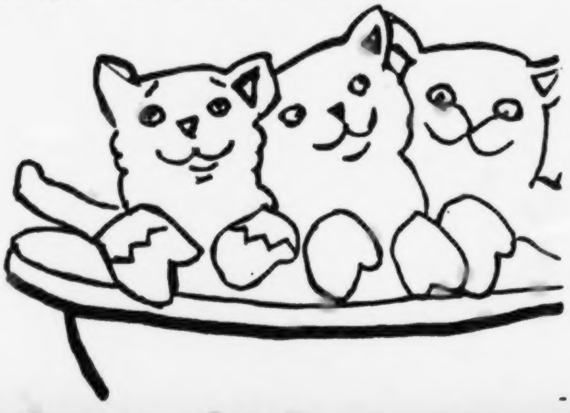
3. What did Jack jump over?

4. What grew in Mary, Mary's garden?

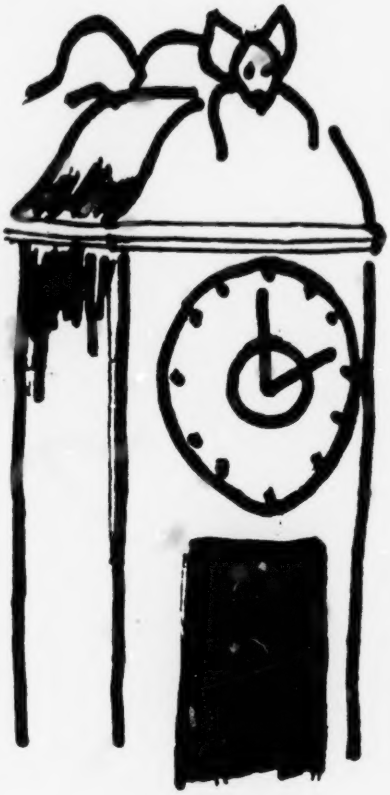


5. What were the three little kitten's consequences for loosing their mittens?

6. What did the old woman in the shoe give her children before she sent them to bed?



7. What did little Jack Horner get when he put his finger in the pie?



8. What did Jack and Jill go after?

9. What will happen when the bough breaks?

10. What was Miss Muffet eating.

11. How many blackbirds were baked in the pie?

12. Where did Peter keep his wife?

13. When did the mouse run down the clock?

14. What did the little dog do when he saw the cow jump over the moon?

15. Where did Little Boy Blue take his nap?

Appendix J

Storybook Scavenger Hunt

Appendix J

STORYBOOK SCAVENGER HUNT

Read the storybooks to locate the answer to the questions. Write the answer and the page number of the book where you found the answer.

FROG AND TOAD TOGETHER
What did the toad do to the seeds to get them to grow?

Illustration from If You Give a Mouse a Cookie

DANNY AND THE DINOSAUR
What did the people do while waiting for the bus?

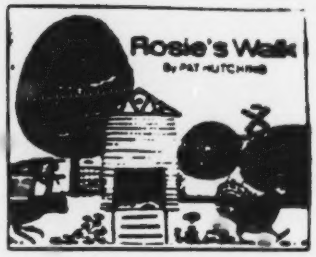
BUT NO ELEPHANTS
How did the beaver help Grandma Tildy?

The Doorbell Rang
by Pat Hutchins

ARE YOU MY MOTHER
What did the "big thing" say to the baby bird?

BEST COPY AVAILABLE

MILK AND COOKIES
What was the "dragon" that the baby bear saw?


Rosie's Walk
By PAT HUTCHINS

THE HORSE IN HARRY'S ROOM
Did Harry's horse run free in the field?

IF YOU GIVE A MOUSE A COOKIE
What will the mouse want after the book is read to him?

THE THREE BILLY GOATS GRUFF
Who lives under the bridge?

THE VERY HUNGRY CATERPILLAR
Clifford's FAMILY

THE LITTLE ENGINE THAT COULD
What engines passed the Little Engine by?

a.

b.

c.

d.

BEST COPY AVAILABLE

THE STORY ABOUT PING

Why did ping not want to be the last duck to board the boat?

Curious George Gets a Medal
H. A. REY
Doctor De Soto
WILLIAM STEIG

OX CART MAN

What did the ox cart man buy?

a.

b.

c.

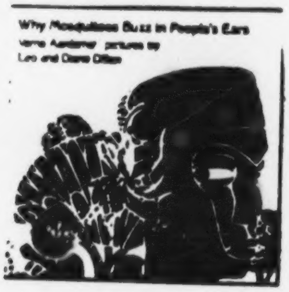
d.

DINOSAUR BOB

What happened when young Scotty wandered away from the camp?

BEDTIME FOR FRANCES

What happened when Frances could not go to sleep?


Why Mosquitoes Buzz in People's Ears

THE GINGERBREAD MAN

Who chased the gingerbread man down the road?

1.

2.

3.

4.

5.

6.

7.

Illustration from *The Three Billy-Goats Gruff*

THE PRINCIPAL'S NEW CLOTHES

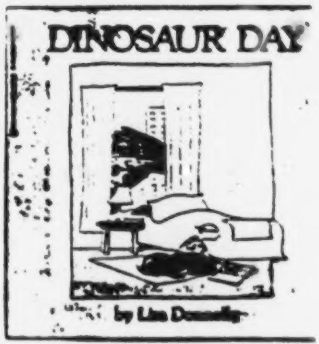
What happened when Mr. B was told that he was not wearing any clothes?

THE DOORBELL RANG

What happened every time the doorbell rang and who saved the day?

THE VERY HUNGRY CATERPILLAR

What did the caterpillar eat on Monday?



BEST COPY AVAILABLE

ROSIE's WALK
Where did Rosie go?

MISS NELSON HAS A FIELD DAY
What did Miss Nelson hear when she was grading papers?

THE SNOWY DAY
How did he drag his feet?

From [illegible]

SHERMAN IS A SLOWPOKE
What makes Sherman slow?

THE MAGIC SCHOOL BUS
Where was Ms. Fizzle going?

GERALDINE'S BIG SNOW
When did the snowflakes fall from the sky?

ALEXANDER AND THE WIND-UP MOUSE
What did Alexander find in Annie's house?

CLIFFORD'S PUPPY DAYS
Where did Emily Elizabeth give Clifford a bath?

Appendix K

Teacher Assistance Request

Appendix K

Teacher Assistance Request

WHAT YOU CAN DO TO CONTRIBUTE TO THE STORYBOOK ENDING

1. Review the list of students participating.

2. Encourage the participating students. Ask :

   a. What book did you recently read to you child?
   b. What is the best time for you to read at home to your child?
   c. Does your child enjoy nursery rhymes, fairy tales, storybooks ?
   d. What reading strategies are you using?
   e. What is your child's favorite book?

3. Are you taking________ (child) to the public library for the activities?

4. How many books have you read for Reading Across Broward?

5. Talk about situations in your own childhood where an adult read books to you or as an adult where you read to a child.

Appendix L

Motivational Reading Form

Appendix L

Motivational Reading Form

LEVEL I
READING ACROSS
The Superintendent's Reading Motivation Project

In an effort to motivate students to incorporate into their daily lives and foster a lifelong habit of reading, the Superintendent's Reading Motivation Project was instituted. Students who read a specified number of books before March 31 will receive special recognition.

Recognition Criteria:

1. Students will receive credit for
   a. Reading a book
   b. Listening to a book read aloud

2. Students may verify the reading of a book by
   a. Talking about the book
   b. Writing a book report
   c. Completing a project

3. Recognition will be given for participation, and special recognition will be given on three levels.
   a. Silver Award (40+ Books)
      1. 2 Books from each subject on the READING LIST (16)
      2. 5 Additional books must be *award books from READING LIST (5)
      3. Remaining books - free choice (19)

   b. Gold Award (50+ Books)
      1. 3 Books from each subject on the READING LIST (24)
      2. 5 Additional books must be *award books from READING LIST (5)
      3. Remaining books - free choice (21)

   c. Superintendent's Honor Roll (100+ books)
      1. 5 Books from each subject on the READING LIST (40)
      2. 5 Additional books must be *award books from READING LIST (5)
      3. Remaining books - free choice (55)

4. Extra credit will be given for ownership of a public library borrower's card and for reading the newspaper.

5. A chart will be kept to track the reading record and extra credit. Charts will be maintained by classroom teachers and collected by school project coordinator.

Once Upon A Time
Together

READING RECORD SHEET

Student Name ______________________________

School ______________________ Grade __________

Title of Book	Date	* Reading Partner's Initials/Comments

* *NOTE: Reading Partner may be older brother, sister, relative or friend.*

Appendix M

Parent Contract

Appendix M

CONTRACT

NAME__________

DATE__________

1. VOLUNTEER CONSENT FORM------------- __________

2. PARENT SURVEY--------------------- _____ _____
(pre) (post)

3. TABE TEST------------------------- _____ _____
(pre) (post

4. VIDEO, AUDIO,INTERVIEW CONSENT FORM- __________

5. Read and Understand Benefits of Reading Aloud to Children----- _____ _____
Handout test

6. Reading Aloud Strategies----------- __________

7. Tip sheets for development of emerging literacy---------------- __________

8. Field trip to Library-------------- __________

9. Own a public library card---------- __________

10. Own a school library card--------- __________

11. Lists: children's books, magazines __________

12. Children's publishers list-------- __________

13. "Mother Goose Trivia"------------- __________

14. Scavenger Hunt-------------------- __________

Posters:
15. National Children's Book Week---- __________

16. Read Aloud to a Child------------ __________

17. Listen and view storybook on audio cassette and/or video cassette
List 10 titles.....

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

g. ____

h. ____

i. ____

j. ____

18. Review use of computer------------ ________

19. Use Children's writing and publishing program--------------- ________

20. Write original story using the computer ________

21. Read Aloud Session with __________-__________
Week 1

__________, __________, __________, __________
Week 2 Week 3 Week 4 Week 5

__________, __________, __________, __________
Week 6 Week 7 Week 8 Week 9

Reading Across Broward---------------- __________

Silver Award (16, 5, 19)---------- __________

Gold Award (24, 5, 21)----------- __________

Honor Roll (40, 5, 55)------------ __________

Awards: Complete 1-10 = "The Gingerbread Boy"
1-17 = "Stone Soup"
1-21 = Mad Hatter's Tea Party

Appendix N

Calendar

Appendix N

Calendar

A checklist to insure all activities are done in sequence and for continuity.

Week 1

_____ Parents will receive a colored folder to keep "Once Upon a Time-Together" activity papers and contract in. Parents will personalize folder with individual coloring and photographs.

_____ Parents will receive "contract" listing activities necessary to complete the project and rewards to be received at the end of the program.

_____ Discuss the contract and certify the receipt of consent forms initialing parents' copy of the contract as well as the teacher's copy. (The parent will keep his/her copy of the contract and handout materials in a special folder. The instructor will also keep a copy of the contract to verify the authenticity of the entries.)

_____ Distribute and discuss handout listing the benefits of reading to the child. Additional benefits will be listed on the handout as the students use critical thinking skills to discover them.

_____ List the benefits of reading on a permanent board to be dispalyed in the classroom.

_____ Evaluate students' knowledge of the benefits of reading to children through a test administered at the end of the week. The purpose of the test is only to reinforce the benefits of reading aloud.

_____ Conduct audio and video documentation. Parents will be randomly selected to read a storybook to their child. Parent-child interaction and book selection will be noted.

_____ Conduct instructor storybook read aloud session to the parents' class each day for five to 10 minutes at the beginning of class.

_____ Discuss strategies for reading. Students will note the strategies in their folders for future reference. (Strategy notes will be checked by the instructor and indicated on the parent's contract).

_____ Schedule parents' time to read to child to coinside with class schedule as much as possible. Arrange for pull-out if necessary.

_____ Adjust implementation process

Week 2

_____ Discuss tips for parents assisting in the emerging literacy of the child and write tips on a permanent board to be displayed in the classroom. Students may help in the writing of the tips on the board.

_____ Parents write the tip each day in their folder on the special sheets provided.

_____ Parents handle the children's books by reinforcing the spine, stamping and cataloging and setting up a system to check out the books during classtime.

_____ Instructor-parent read aloud sessions continue.

_____ Parents use critical thinking skills to construct cards with questions to ask the child about the story during the parent-child read aloud session. The cards will be placed in pockets in the front of each book for easy access of the parent when reading to the child.

_____ Implement "Mother Goose Trivia" and Scavenger Hunt activity.

_____ Distribute list of suggested read aloud books for children of different ages, list of children's magazines, publishers and reading organizations.

_____ Note completion of activities on contract.

_____ Adjust implementation process

Week 3

_____ Participate in field trip to the public library.
* Parents obtain a public library card if they do not already own one.

* Discuss with the children's librarian, the implementation of a children's storyhour and the activities available for children at the library.

* Parents participate in an actual children's storyhour while at the library.

_____ Parents completing #1-10 on contract rewarded with the making of "The Gingerbread Boy" cookies. Parents will mix, bake, and eat their own cookies.

_____ Instructor-parent read aloud sessions continue.

_____ Developing emerging literacy tips continue.

_____ Parent sharing information concerning reading to children will be added to discussion.

_____ Construction of reading strategy question cards continue.

_____ Construct posters celebrating National Children's Book Week and Read Aloud to a Child Originality, creativity and critical thinking encouraged.

_____ Parents listen and view storybooks on audio cassette and/or video cassette and document on contract.

_____ Contract documentation

_____ Adjust implementation process.

Week 4

_____ Instructor-parent read aloud sessions continue.

_____ Developing emerging literacy tips continue.

_____ Construction of reading strategy question cards continue.

_____ Audio/ video cassette previewing continue.

_____ Parent-child reading sessions begin. Ajust time schedule as necessary.

_____ Post reading schedule in classroom.

_____ Post chart for students to document completion of daily reading activities with stickers

_____ Contract documentation

_____ Adjust implementation process.

Week 5

_____ Instructor-parent read aloud sessions continue.

_____ Developing emerging literacy tips continue.

_____ Audio/video cassette previewing continue.

_____ Parent-child reading sessions continue.

_____ Parents continue to place document stickers on chart

_____ Contract documentation

_____ Adjust implementation process.

Week 6

_____ Guest speaker (children's librarian or children's author). Topic: story structure.

_____ Instruct parents in the use of the classroom computer.

_____ Instruct parents in the use of "Children's Writing and Publishing" program.

_____ Parents begin to formulate ideas for own storybooks. Discuss ideas.

_____ Instructor-parent read aloud sessions continue.

_____ Developing emerging literacy tips continue.

_____ Audio/video cassette previewing continue.

_____ Parent-child reading sessions continue.

_____ Parents continue to place document stickers on chart

_____ Conduct audio and video documentation. Previously selected parent selected to read a storybook to their child. Parent-child interaction and book selection will be noted.

_____ Contract documentation

_____ Adjust implementation process.

Week 7

_____ Instructor-parent read aloud sessions continue.

_____ Developing emerging literacy tips continue.

_____ Parents sharing information concerning reading to children will be added to discussion.

_____ Audio/video cassette previewing continue.

_____ Parent-child reading sessions continue.

_____ Parents continue to place document stickers on chart

_____ Parents formulate ideas for own storybooks. Discuss ideas.

_____ Parents begin composition of computer written storybooks.

_____ Contract documentation

_____ Adjust implementation process.

Week 8

_____ Instructor-parent read aloud sessions continue.

_____ Developing emerging literacy tips continue.

_____ Parent sharing information concerning reading to children will be added to discussion.

_____ Audio/video cassette previewing continue.

_____ Parent-child reading sessions continue.

_____ Parents continue to place document stickers on chart

_____ Parents formulate ideas for own storybooks. Discuss ideas.

_____ Parents write storybooks on computer.

_____ Contract documentation

_____ Adjust implementation process.

Week 9

_____ Instructor-parent read aloud sessions continue.

_____ Developing emerging literacy tips continue.

_____ Parent sharing information concerning reading to children will be added to discussion.

_____ Audio/video cassette previewing continue.

_____ Parent-child reading sessions continue.

_____ Parents continue to place document stickers on chart

_____ Parents formulate ideas for own storybooks. Discuss ideas.

_____ Parents write storybooks on the computer.

_____ Parents completing #1-17 on contract rewarded with "Stone Soup". (Parents will prepare and eat Stone Soup.)

_____ Contract documentation

_____ Adjust implementation process.

Week 10

_____ Instructor-parent read aloud sessions continue.

_____ Developing emerging literacy tips continue.

_____ Parents sharing information concerning reading to children continue.

_____ Audio/video cassette previewing continue.

_____ Parent-child reading sessions continue.

_____ Parents continue to place document stickers on chart

_____ Parents formulate ideas for own storybooks. Discuss ideas.

_____ Parents write storybooks on computer.

_____ Contract documentation

_____ Adjust implementation process.

Week 11

_____ Instructor-parent read aloud sessions continue.

_____ Developing emerging literacy tips continue.

_____ Parents sharing information concerning reading to children continue.

_____ Audio/video cassette previewing continue.

_____ Parent-child reading sessions continue.

_____ Parents continue to place document stickers on chart

_____ Parents formulate ideas for own storybooks. Discuss ideas.

_____ Parents write storybooks on computer.

_____ Contract documentation

_____ Adjust implementation process.

Week 12

_____ Instructor-parent read aloud sessions continue.

_____ Developing emerging literacy tips continue.

_____ Parents sharing information concerning reading to children continue.

_____ Parent-child reading sessions continue.

_____ Parents continue to place document stickers on chart

_____ Parents write storybooks on computer.

_____ Conduct audio and video documentation. Previously selected parent selected to read a storybook to their child. Parent-child interaction and book selection will be noted.

_____ Contract documentation

_____ "Mad Hatter's Tea Party" for completers of contract.

_____Prepare for administration of post- tests.

Appendix O

TABE Score Results

Appendix O

Once Upon a Time Together TABE Results

Name	Pretest	Post Test	Net Difference
	7.2	6.4	-.8
	8.1	8.3	.2
	7.8	6.2	-1.6
	9.0	9.0	0.0
	9.1	9.1	0.0
	8.7	9.0	.3
	8.5	8.5	0.0
	10.4	10.6	.2
	2.9	3.0	.1
	10.1	10.0	-.1
	6.5	7.4	.9
	12.5	11.4	-1.1
	9.2	9.2	0.0
	8.0	8.6	.6
	11.4	11.4	0.0

Appendix P

Brigance Results

Appendix P

Brigance Results

Chronological ages and Developmental ages listed by months

Chron Age	Dev Age	Post Chron Age	Post Dev Age	Dev Net Difference	Chron Net Difference
14.0	10.0	18.0	16.0	6.0	4
15.0	15.0	19.0	24.0	9.0	4
3.0	4.0	7.0	9.0	5.0	4
7.0	6.0	11.0	12.0	6.0	4
4.0	12.0	8.0	7.0	-5.0	4
9.0	12.0	13.0	12.0	0.0	4
10.0	7.0	14.0	12.0	5.0	4
9.0	6.0	13.0	15.0	9.0	4
15.0	13.0	19.0	18.0	5.0	4
3.0	3.0	7.0	6.0	3.0	4
25.0	24.0	29.0	30.0	6.0	4
26.0	18.0	30.0	24.0	6.0	4
26.0	22.0	30.0	28.0	6.0	4.

Appendix Q

Journal Documentation

Appendix Q

Journal Documentation

Student Name

Class Time 11^{30} - 1^{00} Baby's Room 205 Reading Time 12:15

TITLE OF BOOK	DATE	STRATEGY USED	INITIALS/ COMMENTS
Lowly Worm Word Book	1-21	CONNECT	jH
If you give a mouse a cookie	1-23	Asking Questions	J.R.J. jH
The Gingerbread Man	1-27	Asking Questions	K.P.G. jH
Stone Soup	1-28	Predicting	K.P.G. jH
Curious George	1-30	Predicting	K.P.G. jH
Pat the Bunny	1-31	Asking connecting	K.P.G. jH
The Little Quiet Book	2-3	Asking Questions	K.P.G jH
The Little Noisy Book	2-10	making a story	K.P.G. jH
Amelia Bodelia	2-14	Asking questions	K.P.G jH
Ms Nelson Has a Field Day	2-18	predicting	K.P.G jH
The Story about Ping	2-19	making a story	K.D.G jH
The little engine that could	2-20	predicting	K.P.G jH
Ox Cart Man	2-24	Asking Questions	H.H. jH
The Snowy Day	2-25	Predicting	K.P.G jH
Ira Sleeps Over	2-[illegible]	connect	K.P.G. jH
[redacted]			jH
Are you my mother		Asking Questions	H.H. jH 3-2
Noisy Nora		Predicting	H.H. jH 3-3
Chicken Soup w/rice		Asking Questions	jH 3-4
New Kid on the Block		156	K.P.C. jH 3-5
Pecos Bill		15	K.P.G. jH 3-6

APPENDIX R

Parent Survey Results

APPENDIX R

Parent Survey Results

QUESTION	PRE-TEST 27 responses		POST-TEST 11 responses	
Do you read to your child?	yes	16 (59%)	yes	8 (72%)
	no	3	no	1
How often do you read to your child?	never	2	never	1
	daily	5(18%)	daily	3 (33%)
	weekly	2	weekly	2
	twice a week	6		3
	monthly	3		0
What do you read to your child?	comics	3		0
	storybooks	16 (59%)		8 (72%)
	poems	3		1
	magazines	5		0
	signs	3		1
	nothing	2		1

Do you have a special time to read to your child?	yes	8 (42%)	6 (54%)
	no	11 (55%)	3 (27%)
At what age will you begin reading to your new child?		4-6 mos.	1 week
How many children's books do you own for your child?	none	6	1
	1-5	6	2
	6-10	7 (26%)	7 (63%)
	11-15	6	0
	16-25	2	1
Does it affect your child to see you reading?	yes	16 (59%)	9 (81%)
	no	9	2
Do you own a public library card?	yes	11 (40%)	8 (72%)
	no	16 (62%)	3 (27%)

How often do you visit the public library?	none	18 (66%)	3 (27%)
	weekly	3	3
	monthly	3	0
	every six mos.	3	4
	yearly	0	1

How often do you check out books from the school library?	none	12	1
	weekly	10 (37%)	5 (45%)
	monthly	1	3
	every six mos.	3	2
	yearly	1	0

If the school library had children's books would you check them out to read to your child?	yes	23 (85%)	11 (100%)
	no	4	0

Do you read for your own enjoyment?	yes	19 (65%)	6 (54%)
	no	1	0
	sometimes	8	5

Appendix S

Students' Commentary

Appendix S

Students' Commentary

It's also great to be in school with your baby because now they have this reading program, that you can read to your child everyday. This program will arouse your childs curosity.

It also brings you and the baby much closer together than you were before. As you know it helps your child learn to read and be more interested in reading. It encourages independent reading at an early age. This is a great benefit for your child as well as yourself.

While your reading to your child you'll see that he or she is very much into it and it will help your reading also: You have to go to school get an good education for your child because times are much much harder now then they were before. Give your child something to be proud of.

Friday October 18, 1991 3 mos.
Christopher Errol Lynn II 16 days

I am so proud of him. He is getting so big. I read to him yesterday for about 30 minutes and he just sat there and looked at me read then when I pause and look at him he laughs and starts babbling.

Christopher Errol Lynn II 6 mos.
Monday 1-6-92 Happy New Year!

Also now he learned to crawl and he tries to talk to you. He is responding when I read to him. He tries to take the book away from me.

Christopher Errol Lynn II 6 mos.
Tuesday 1-28-92

His chatter is also maturing he can say other things besides da-da-da-da. I love to [redacted] read to him because instead of him trying to take the book and eat it, he looks at me and then at the book and laugh. Last night he just sat there and listened.

Christopher Errol Lynn II · 8 mos.
3-12-92

He is a very friendly baby. He likes for me to read to him and now he sits and listens not wander around like he used to. I see him growing before my eyes.

Christopher Errol Lynn II 9 mos. old
4-10-92

I feed and read to him 3 times a day an
I also play and sing to him, all the time. He ~~espic~~ especially likes reading time because he likes to look at pictures in the boo
He says dada and mama even though he gets us mixed up.

Christopher Errol Lynn II 10 mos.
5-5-92

I show Christopher how much I love him by reading to him. He knows his reading time because when I start reading, he sits quietly until I'm done. I also tell him that I love him.